

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

MINUTES OF A REGULAR MEETING
OF THE FACULTY SENATE HELD ON
NOVEMBER 14, 1986
IN LISNER HALL, ROOM 603

- 1 The meeting was called to order by Vice President French at 2:15 p.m.

Present: Vice President French, Registrar Gaglione, Parliamentarian Steinhardt, Berkovich, Deering, East, Eldridge, Elgart, Fox, Garris, Griffith, Hill, Kenney, Levy, Loeser, Lovett, Malone, Morgan, Paratore, Pierpont, Rashid, Robinson, Schiff, Schiller, Simons, A. Smith, G. Smith, Tolchin, Ziolkowski, and Zubrow

Absent: President Elliott, Barron, Birnbaum, Clark, Kelly, Liebowitz, Solomon, and Wallace

- 2 The minutes of the regular meeting of October 10, 1986, were approved as distributed.

- 3 No resolutions were introduced under Introduction of Resolutions.

At this point, upon motion by Professor Griffith, the Senate recessed briefly in order for Mr. Marvin Ickow to photograph the current Faculty Senate (1986-87 Session). After the picture-taking was completed, the Senate proceeded to Item 4. (Pictures and negatives are on file in Special Collections, Gelman Library.)

- 4 Director of the Budget Robert D. Shoup summarized the material on Enrollment Figures for Fall 1986 and Budgetary Planning for 1987-88 distributed with the agenda. A question and answer period followed.

- 5 Assistant Dean of Students Cheryl Beil reported on the results of two surveys, the Student Opinion Survey and Exit Interviews, which are part of the ongoing Retention Project. The Student Opinion Survey, which is produced by American College Testing, was administered last fall to sophomores in the class of 1988 who completed the Entering Student Survey during their freshmen year. A total of 682 students evaluated services and programs available at GW. Included was information about how GW students' level of satisfaction compared with both a national and a private college sample. Although students tend to be satisfied

5 with GW, it does not compare favorably with either sample in most of the areas reported. Of particular concern is the area of academic advising: GW students rated various aspects of advising much lower than both comparative groups. Exit interviews were conducted with 113 students who were considering leaving GW to transfer to other universities. The students' main reasons for leaving were that GW is not cost effective, the student body is apathetic, or they preferred a different college experience. Students with QPI's above 3.1 rated academic boredom as their primary reason for leaving. A question and answer period followed. Professor Griffith said that he thought there were many aspects of this report that are very helpful in identifying current student sentiment about the University, and that there are clearly some areas of student dissatisfaction with the University that the faculty ought to be concerned about and he hoped that the various faculties would attempt to make improvements in those areas. With regard to the follow-up survey to be conducted next year, Dean Beil said that it would be possible to include additional specific questions if anyone wished to submit them to her. (A summary of her presentation is attached; copies of the complete report are available in Office of the Dean of Students.)

6 Professor Rodney W. Eldridge reported on the activity of the Coordinated Planning Committee. He said that, as a first step, the Committee is establishing lines of communication with the faculties of the University, reaching down to the departmental levels for a thorough review of programs. Professor Eldridge said that he regarded the Commission for the Year 2000 as the "architects" of a grand design for improving the George Washington University within a set time period, but he said it was unclear if the function of this Committee then was to act as the "engineers" responsible for implementing the Commission's Report or "blueprint." He said that he would welcome comments from the Faculty Senate on what it thought the function of the Coordinated Planning Committee should be in this process. Vice President French, ex officio member of the Committee, said that he thought the attempt to develop systematic, periodic program reviews and evaluations throughout the University was probably the principal activity related to the work of the Coordinated Planning Committee. Professor Griffith asked about the relationship that appeared to be developing between this Committee and the budgetary planning role within the University. Provost Johnson, Chair of the Coordinated Planning Committee, responded that that relationship was in a transition period, and he pointed out that this Committee was not a planning

- 6 committee in that the only people who could implement the planning process were the faculty at the departmental level and the deans with the help of the faculty at the school level. Professor Rashid asked if the major agenda item of this Committee was the academic review and evaluation, and Vice President French replied that that was the necessary instrument for bringing together financial, physical, and academic planning in a way the University has not done before. Professor Griffith said that one of the principal concerns of the Senate's Special Committee, chaired by Professor Cheh, was that the Commission Report lacked establishment of any priorities or timetables for implementation of various recommendations, so that it would be difficult to conceive of the report as analagous to a 'blue print.' Professor Levy said that it seemed to him that no implementation of particular recommendations could be made until priorities have been set, and he recalled that the Senate Special Committee was critical of the Commission Report as a "planning document." Further discussion followed by Professors Rashid, Griffith, Levy, and Vice President French.

- 7 (a) The following interim reports were made by the Chairs of Senate Standing Committees:

(1) Joint Committee of Faculty and Students, Professor Stefan O. Schiff, Chair: The Committee has met twice and has discussed the possibilities for devising an Academic Evaluation Questionnaire; no resolutions are forthcoming at this time.

(2) Committee on Professional Ethics and Academic Freedom, Professor Peter P. Hill, Chair: The Committee has discussed the question of whether the Faculty Code should provide for the possibility of the imposition on faculty of sanctions less severe than "termination for cause," and the Committee agreed to postpone further consideration of this matter at this time; the Committee approved a set of Guidelines for Hiring New Faculty, and Professor Hill asked that these guidelines be entered in the record for inclusion with the Senate minutes. (The Guidelines are attached and made a part of these minutes.)

(3) Student Financial Aid, Associate Professor Christopher J. Deering, Chair: Two items on the Committee's agenda will be the taxability of scholarship, fellowship, and grant support which exceeds the cost of tuition for supplies, fees, books, and equipment because of changes under the Tax Reform Act; and, secondly, a review of satisfactory academic progress, which is normally carried out by the Student Financial Aid Office; now, however, a more formal review may be required.

7

(4) Committee on Physical Facilities, Professor Richard A. Kenney, Chair: The Committee has met on a monthly basis and discussed and received reports on several projects which were items of business in the prior year, such as the development of the revised Campus Master Plan and the rehabilitation of the University Yard; also a proposal for a competition to challenge the imagination of University members in the design of a potentially suitable artifact to represent what the University means to the individual; a few modest prizes to reward imaginative talents will be provided; and progress toward up-grading of teaching facilities on campus will also be studied.

(5) Committee on Athletics, Professor Salvatore R. Paratore, Chair: The Committee met in October and reviewed Dr. Phelp's Report on Intercollegiate Athletics and approved a resolution commending the University's athletic programs.

(6) Committee on Fiscal Planning and Budgeting, Associate Professor Luize E. Zubrow on behalf of Professor Barkley Clark, Chair: The Committee met on October 24th and at that meeting discussed the Enrollment Figures for 1986 and the 1987-88 budget proposals in detail with Budget Director Shoup; the Committee will meet early next month to identify other budgetary and fiscal planning concerns on which it will focus throughout the year.

(7) Committee on Appointments, Salary and Promotion Policies, Professor William B. Griffith on behalf of Professor John A. Morgan, Jr., Chair, who had to leave the meeting early: The Committee met and reviewed the model set of guidelines for criteria and procedures for appointments developed by the Provost's Office, and the Committee has filed its report; the Committee requests that the comparative data on Faculty Salary Averages for 1985-86 be entered in the record for inclusion in the minutes. (Data on Faculty Salary Averages 1985-86 is attached and made a part of the minutes.)

(8) Committee on Administrative Matters as They Affect the Faculty, Professor Mervyn L. Elgart, Chair: The Committee has not met as there have been no referrals.

(9) Committee on Research, Associate Professor Charles A. Garris, Chair: The Committee is considering the possibility of setting up an interdisciplinary data base whereby faculty in one school or department working on research in a certain area might be matched up

- 7 with faculty in different schools and departments in conjunction with Gelman Library and/or the Office of Sponsored Research; another matter under consideration is determination of the main obstacles of research at this University, one of which might be the heavy teaching loads; the Committee is reviewing the University Policy on Sponsored Research formulated in 1969 as to its appropriateness today, particularly with regard to the "watch-dog" function of the Sponsored Research Committee; the Committee, in conjunction with the Gelman Library, co-sponsored an exhibit of faculty research entitled "Evidence of Excellence."

(10) Committee on Libraries, Associate Professor Simon Y. Berkovich, Chair: The Committee met in October with Dr. Sharon Rogers to discuss the renovation of Gelman Library; the next meeting in December will be held in the Medical Library for the purpose of discussing its plans.

(11) Committee on Honors and Academic Convocations, Associate Professor Paul B. Malone, Chair: The Committee has met and discussed the nominees for honorary degrees, suggested speakers for the Winter Convocation, and recommended programs for honoring Martin Luther King, Jr., on January 19, 1987, a national holiday.

(12) Committee on University and Urban Affairs, Professor Paul B. Malone on behalf of Professor Ruth A. Wallace, Chair: The Committee met twice and addressed the suggestions of a symposium exploring the relationship between the University and the surrounding community; discussions were held concerning faculty planning, activities associated with updating the Commitments publication, and University service throughout the Washington, D.C. metropolitan area.

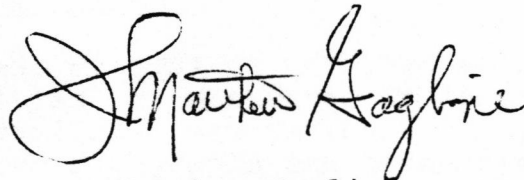
(13) Committee on Educational and Admissions Policy, Professor Joseph B. Levy, Chair: The Committee has met twice and is preparing a resolution proposing that "plus and minus" signs be added to the grading system; another resolution is being prepared in response to students' complaints that their final exams and other materials submitted at the end of the term are not made available to them; a review of the new Academic Calendar is underway to determine what adjustments, if any, must be made; a resolution on advising submitted by the Joint Committee of Faculty and Students has been referred to the Committee for consideration; another topic to be discussed in the future is the question of English language requirements for non-native speakers of English.

- 7 (14) Committee on University Development and Resources, Professor Suzanne L. Simons, Chair: The Committee met on October 27th and various items were discussed as follows: Co-sponsorship with the University Development Office of the financial planning seminars, which have been very successful in the past; a suggested survey of individual faculty members concerning crucial needs for further career development; provision of an inexpensive facility for individual faculty to meet informally with faculty of other schools and departments; and the feasibility of distinguished professorships for senior professors engaged in productive research with a merited reduction of teaching-hour load; the next meeting of the Committee is scheduled for November 17th.

(b) On behalf of the Executive Committee, Professor Griffith said he was pleased to report that in response to a Senate resolution approved last March, sponsored by the Research Committee, asking that greater attention be given to research, the 1986 Annual Report of the University featured various articles on "Research at GW." An important matter for Senate consideration is the recent legislation approved by Congress amending the Age Discrimination and Employment Act of 1967. The amendments struck down the permissibility of requiring retirement at age 70, but approved an exemption permitting the retention of such mandatory retirement at age 70 for tenured university faculty until 1994. This legislation requires that the Equal Employment Opportunity Commission and the National Academy of Sciences conduct a joint study of the potential effect of lifting the mandatory age requirement for all university faculty and higher education two years before the seven-year exemption expires. Therefore, he said, the Executive Committee proposes to place on the agenda of the December meeting a resolution to establish a Select Committee on Mandatory Retirement to study what impact the elimination of mandatory retirement would have on University policies governing continuous tenure appointments, recruitment of new faculty after 1994, etc. He said the Executive Committee would appreciate any advice from the Senate on how to deal with this significant and serious matter.

Professor Griffith noted that the Executive Committee has received reports from four faculties concerning elections of their representatives to the Faculty Consultative Committee, and he hoped the remaining four faculties would be submitting their reports shortly.

- 7 Professor Lilien Robinson reported on the reception planned by the Executive Committee for Monday, December 1, 1986, at 5:00-7:00 p.m., in the Faculty Club, to celebrate the 25th anniversary of the Faculty Senate. Invitations were sent out two weeks ago and the Executive Committee hoped the members would attend this celebration.
- 8 Under Brief Statements, Professor Pierpont inquired about the status of the Special Committee on Conflict of Interest Policy, and Professor Ziolkowski, Co-Chair of the Committee, responded that the Committee has been working very hard on this topic for the past several months and expects to report to the Senate early next year.
- 9 Upon motion made and seconded, Vice President French adjourned the meeting at 4:24 p.m.

A handwritten signature in cursive script, reading "J. Matthew Gaglione". The signature is written in dark ink and is positioned above the printed name and title.

J. Matthew Gaglione
Secretary

RETENTION PROJECT: 1985-1986

Presented by: Cheryl Beil, Assistant Dean of Students

In 1984, the University's Retention Committee recommended to President Elliott that the University administer American College Testing's (ACT) Entering Student Survey (ESS) to all GW freshmen and conduct interviews with students considering transferring. The recommendation was approved in early September, 1984 and responsibility for implementing the project was assigned to the Dean of Students office.

In the fall, 1984 all new-to-the-university freshmen (class of 1988) were given the ESS to complete, and 49 students who were thinking about leaving GW were interviewed. A copy of this report is available at the Dean of Student's Office.

In the fall, 1985, all returning students who had completed the ESS were asked to complete the Student Opinion Survey (SOS)¹. Also, during A/Y 1985-1986 113 students who considered leaving GW were interviewed. What follows is a summary of the findings².

STUDENT OPINION SURVEY

SOS, which is produced by ACT, is designed to explore enrolled students' perceptions of the programs and services offered at their college or university. The survey was distributed to 906 students in the class of 1988. Six hundred and eighty-two surveys were completed, yielding a 76% response rate.

Subjects

The respondents are predominantly caucasian (75%), unmarried (95%), full-time (95%), sophomores (93%) who are 19 years old (78%). Slightly more than half are female (54%). Over half do not work (57%), and over one-third work 1-20 hours a week (38%). About three-quarters live in the residence halls (76%), and over half do not receive financial aid (54%). Students are proportionally divided among the undergraduate schools.

Results and Discussion

Service Usage and Service Satisfaction³

Students were given a list of 23 services (e.g. library, parking, food) and asked if they use the service, and if so, to rate their level of satisfaction. The services most frequently utilized by over half the respondents are typically those that offer the most basic services:

- Library (95% of the respondents use it; mean satisfaction level on a five-point scale=3.93)
- Food Service (90%; \bar{X} =2.69)
- Academic Advising (81%; \bar{X} =3.15)

¹ See Appendix A for a copy of the survey.

² A complete report is available at the Dean of Students Office. See Table 1 for service usage and students' mean satisfaction ratings.

³ See Table 2 for students' mean satisfaction ratings compared with national and private college samples.

- Residence Halls (72%; \bar{X} =3.65)
- College Sponsored Social Activities (72%; \bar{X} =3.54)
- Student Health Service (63%; \bar{X} =3.38)
- Orientation Program (63%; \bar{X} =3.80)
- Recreation and Intramural Programs (57%; \bar{X} =3.92)

One frequently used service which was rated low by student users is academic advising (\bar{X} =3.15; 81%).

Campus Environment¹

General Environment

Students were asked to rate different aspects of the campus environment including advising, safety and security, admissions, facilities, and registration. Again, a five-point scale was used to measure satisfaction. Overall, students tend to be very satisfied with GW (\bar{X} =3.75). They like the opportunities for personal involvement in campus activities (\bar{X} =3.69) and the various employment opportunities that are available both on- and off-campus (\bar{X} =3.52). They are less satisfied with the University's concern for the student as an individual (\bar{X} =2.81) and the attitude of the University's non-teaching staff toward students (\bar{X} =3.04).

Academic Environment

When evaluating different aspect of the academic environment, respondents tend to be satisfied with their classes and less satisfied with advising. Specifically, they are satisfied with the variety of courses offered (\bar{X} =3.85), course content in their major fields (\bar{X} =3.78), and the class size relative to type of course (\bar{X} =3.68). They are less satisfied with the value of information provided by their advisors (\bar{X} =3.03), the availability of their advisors (\bar{X} =3.10), and the flexibility to design their own programs (\bar{X} =3.21).

Rules and Regulations

Students tend to react favorably to rules and regulations which are used to protect them and are less satisfied when the regulations conflict with their interests. Students are satisfied with personal security and safety at GW (\bar{X} =3.75), an important accomplishment given our location in a very open, urban environment. They are less satisfied with the purposes for which the student activities fees² are used (\bar{X} =2.95) and not having a voice in college policies (\bar{X} =3.02).

Campus Facilities

Students tend to be satisfied with campus facilities and with the general condition of buildings and grounds (\bar{X} =3.49). They are satisfied with the classrooms (\bar{X} =3.59), laboratories (\bar{X} =3.53), and study areas (\bar{X} =3.52). However, they are less satisfied with the availability of student housing (\bar{X} =2.86) and with the campus bookstore (\bar{X} =3.16).

¹ See Table 3 for students' mean satisfaction ratings compared with national and private college samples.

² While there is no student activity fee, the Marvin Center fee is routinely viewed as an activity fee. The fee is actually used to support the Marvin Center operating budget.

Campus Environment

Student ratings of different aspects of GW's environment are compared with the national and private college norms. GW student ratings are slightly higher than the private college sample in seven areas (16%). Compared to the national sample, GW is rated slightly higher in only five areas (12%). GW compares favorably on the following:

- Variety of courses offered (GW \bar{X} =3.85; private college sample \bar{X} =3.53; national sample \bar{X} =3.59)
- Rules governing student conduct (GW \bar{X} =3.50; private \bar{X} =3.36; national \bar{X} =3.38)
- Residence hall rules and regulations (GW \bar{X} =3.50; private \bar{X} =3.18; national \bar{X} =3.16)
- Academic probation and suspension policies (GW \bar{X} =3.35; private \bar{X} =3.34; national \bar{X} =3.36)
- Personal security and safety (GW \bar{X} =3.75; private and national \bar{X} =3.47)
- Opportunities for student employment (GW \bar{X} =3.52; private \bar{X} =3.41; national \bar{X} =3.33)
- Athletic facilities (GW \bar{X} =3.47; private \bar{X} =3.35; national \bar{X} =3.53)

In most of the areas, the differences in mean satisfaction scores are small. However, in four areas GW ratings are over one-half of a point lower. These are:

- Concern for you as an individual (GW \bar{X} =2.81; private \bar{X} =3.71; national \bar{X} =3.57)
- Availability of advisor (GW \bar{X} =3.16; private \bar{X} =3.86; national \bar{X} =3.79)
- Value of information provided by advisor (GW \bar{X} =3.03; private \bar{X} =3.70; national \bar{X} =3.64)
- Availability of student housing (GW \bar{X} =2.86; private \bar{X} =3.54; national \bar{X} =3.46)

The survey highlights students' opinions about GW. In most areas it does not elicit specific information about what they like or dislike. It is hoped that the survey will provide an impetus for University faculty and personnel to explore in greater detail the quality of service they provide with an eye toward making GW a better place for all.

EXIT INTERVIEWS

One hundred and thirteen students who were considering leaving GW to transfer to another college or university were personally interviewed. Most were identified when they requested transcripts through the Registrar's Office during the months of November, 1985 through April, 1986.

Subjects

About two-thirds (73) of the students interviewed come from the mid-Atlantic states (Delaware, Maryland, New York, New Jersey, Pennsylvania, and the District of Columbia) with many (46) from New York and New Jersey. Both sexes were equally represented. At the end of the spring, 1986 semester, these students had completed an average of 38 credits and obtained an average QPI of 2.78.

Results and Discussion

Why Did Students Enroll at GW?

Less than two-thirds of these students (69) state that GW was not their first choice of schools, and many of these students (42) indicate that they did not initially plan to graduate from GW. Though students had opportunities to enter other schools, they enrolled at GW because it is located in DC (75), it has a good reputation academically (55), and it is situated in an urban area (25)¹.

What do Students Think About GW?

Advising

Roughly two-thirds of the interviewees (74) have had contact with their advisors; of these, 49 are satisfied with their advising. Among students who did not meet with advisors (39), 21 are satisfied and say that they do not need any advising because either their program is predetermined or they know what courses they want to take.

Courses and Curriculum

Overall, interviewees are satisfied with their classes and rate them as good to average (96). Most (104) base their opinion upon their instructors' abilities to convey information, to interact with students, and to generate enthusiasm for the subject matter.

Student Life

Two-thirds of all students interviewed (76) participate in an average of two or three extra-curricular activities, and most (73) find them enjoyable. In spite of their involvement, students describe the level of school spirit and campus community as low or non-existent (57). Some students indicate that the numerous off-campus opportunities drawing students away from involvement in campus life (27), the lack of a football team (21), and the urban or open campus atmosphere (19) account for the general sense of student apathy.

Over half of the students (58) say that the lack of diversity among students is an issue for them. Most (43) believe that the student body is ethnically, culturally, and geographically homogeneous. Students' comments indicate that they feel alienated from the majority of students who attend GW and out of place at the University. Most of these students fault the administration for recruiting too many students from the mid-Atlantic region.

Over three-fourths of all students interviewed (89) are satisfied with their housing arrangements. Over half of the interviewees (61) live in the residence halls.

Why Are Students Thinking About Leaving?

Students provide numerous reasons for thinking about leaving GW. The most common are the high cost of attendance (35), the apathy of the student body (30), preference for a different college or kind of college experience (25), the unavailability of their desired major at GW (20), and the homogeneous composition of the student body (15).

¹ Students were asked to give multiple responses which explains why the total number exceeds the 113 respondents.

Students concerned about the cost of tuition present some interesting issues. There is little indication that most students lack the funding to continue their educations at GW; over three-fourths (94) say they are satisfied with their financial situations and do not predict any changes. Instead, some students question whether they are paying a fair price for their education at GW: they do not think they are "getting their money's worth." Some believe that GW has a less prestigious reputation and lower academic standards than other comparably priced private schools. Others express concern for the University's allocation of resources believing that tuition dollars are spent acquiring real estate and not upgrading the quality of services for students and campus facilities. The dilapidated appearances of residence halls, physical and computer science facilities, and classrooms are given as evidence for their concerns. Students also point out that the uncaring attitudes of many faculty and administrators conflict with their expectations of student life at a private university.

Students name a total of 80 alternative universities; almost three-quarters (56) are private. The most popular alternatives are Georgetown (14), Bucknell (7), Brandeis (7) Universities, and the University of Pennsylvania (5).

Students with QPI Scores of 3.1 or Higher

The full report presents an analysis of students' responses by college and by special populations. However, one-third (38) of the total population have cumulative QPI scores of 3.1 or higher. This group will be briefly discussed. Over half of this group (20) is male. Although almost two-thirds (22) are from the mid-Atlantic region, it is a geographically diverse group representing Connecticut (3), Colorado (2), Florida (2), California (1), North Carolina (1), Ohio (1), Washington (1), Wisconsin (1), and an international student from Guyana. Unlike students in the normative group, most of these students enrolled because they were not accepted to their alternative choices.

Although most students (27) rate their classes as good or very good, a higher rating than given by the norm, academic boredom is the most frequently cited reason for considering transferring among students in this group (13). Other reasons include lack of school spirit, lack of student body cohesiveness and unity (10); funding problems (7); dissatisfaction with GW's reputation (3); desired majors are not offered at GW (3); and personal reasons (2), i.e. desire to live near relatives or loved ones.

At the time of the interview, over half (18) were undecided about transferring. For some (12), the decision depends upon their acceptance to their alternative colleges. Over a third (17) have reapplied to one of their first choice schools. The most popular transfer schools are private schools: Georgetown University (7), University of Pennsylvania (5) and Columbia University (4). However, students from the mid-West and the West Coast (5) are applying to schools exclusively in their home regions.

Students recommendations reflect their desire for more specialized attention from the faculty and administrative officials. They believe that more communication among students, faculty and administrators would enhance the overall sense of the GW community (19). In addition, they recommend that the courses be more rigorous for motivated students and that admission standards be increased (14). Students believe that honors scholarships (5)

and an honors program (3) would attract more diverse student applicants and cultivate students' enthusiasm for academics.

Recommendations

Students comments indicate that attempts should be made to diversify the student body. They suggest recruiting students from all parts of the U.S. and abroad, increasing financial aid to needy students, and raising admission standards.

As many students with high QPI scores complain about academic boredom, an honors program entailing merit scholarships, accelerated courses, and special advising for dean's list or highly qualified students might be considered.

Students who do not think they are paying a fair price for their education note that residence halls, classrooms, laboratories, and computer facilities should be maintained better. In addition, administrators and other members of the non-teaching staff might adopt a more responsive and caring attitude toward students.

Interviewees indicate a strong desire for increased campus-wide activities which will enhance school spirit and promote a feeling of community among students, faculty, and administrators. A special effort might be directed at developing and promoting campus activities whose aim it is to integrate the culturally, geographically, and ethnically diverse student body. Additional opportunities for resident students, who tend to be more homogeneous, to interact with the more heterogeneous off-campus student population will also be important.

Addendum

Over the past two years, 156 students who were considering leaving GW were interviewed. A follow-up study was conducted in the fall, 1986 to determine how many of these students were registered for classes. More than a quarter (44) returned. Most of the returning students were contacted (37) and asked about their decision not to leave, their plans for graduation, and their current level of satisfaction with GW.

Students cite a number of reasons for deciding not to leave GW. For a third (14), not getting accepted by their alternative school(s) is the reason they stayed. Others returned because they had changed their minds about transferring (9), they found the process of transferring too much trouble (8), or they had better funding resources at GW (6). Almost two-thirds of these students (26) plan to graduate from GW.

Overall student satisfaction increased. Over half (20) said they are more satisfied with GW than they had been at the time of their interviews. Some (13) attribute the change in their perceptions to their improved living situations. Others said that taking classes in their majors (6), living and working in Washington, DC (5), or participating in student organizations (4) accounts for their increased level of satisfaction. Students whose satisfaction with GW has not changed (10) and those who are less satisfied (3) said the level of school spirit, the composition of the student body and the cost of their education at GW are still issues for them.

STUDENT OPINION SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some

Items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remain-

ing blocks by blackening the single most appropriate oval in each case.

[illegible]

B

AGE

☐ 18 or Under

☐ 19

☐ 20

☐ 21

☐ 22

☐ 23 to 25

☐ 26 to 29

☐ 30 to 39

☐ 40 to 61

☐ 62 or Over

C

RACIAL/ETHNIC GROUP

☐ Afro-American/Black

☐ American Indian or Alaskan Native

☐ Caucasian-American/White

☐ Mexican-American/Chicano

☐ Asian-American, Oriental, or Pacific Islander

☐ Puerto Rican, Cuban, or Other Hispanic Origin

☐ Other

☐ Prefer Not to Respond

D

**INDICATE YOUR
CLASS LEVEL
AT THIS COLLEGE**

☐ Freshman

☐ Sophomore

☐ Junior

☐ Senior

☐ Graduate or Professional Student

☐ Special Student

☐ Other/Unclassified

☐ Does Not Apply to This College

E

FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE?
(Select Only One)

☐ No Definite Purpose in Mind

☐ To Take a Few Job-Related Courses

☐ To Take a Few Courses for Self-Improvement

☐ To Take Courses Necessary for Transferring to Another College

☐ To Obtain or Maintain a Certification

☐ To Complete a Vocational/Technical Program

☐ To Obtain an Associate Degree

☐ To Obtain a Bachelor's Degree

☐ To Obtain a Master's Degree

☐ To Obtain a Doctorate or a Professional Degree

F	SEX
<input type="radio"/> Male	
<input type="radio"/> Female	

G	MARITAL STATUS
<input type="radio"/>	Unmarried (Including Single, Divorced, and Widowed)
<input type="radio"/>	Married
<input type="radio"/>	Separated
<input type="radio"/>	Prefer Not to Respond

H INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED

☐ 0 or Only Occasional Jobs

☐ 1 to 10

☐ 11 to 20

☐ 21 to 30

☐ 31 to 40

☐ Over 40

**WHAT IS YOUR
CURRENT ENROLLMENT
STATUS AT THIS COLLEGE?**

☐ Full-Time Student

☐ Part-Time Student

J **WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE?**

☐ In-State Tuition

☐ Out-of-State Tuition

☐ Does Not Apply to This College

K **WHAT IS YOUR
RESIDENCE CLASSIFICATION
AT THIS COLLEGE?**

☐ In-State Student

☐ Out-of State Student

☐ International Student
(Not U.S. Citizen)

L

**WHAT TYPE OF
SCHOOL DID YOU
ATTEND JUST PRIOR
TO ENTERING
THIS COLLEGE?**

☐ High School

☐ Vocational/Technical School

☐ 2-Year College

☐ 4-Year College or University

☐ Graduate/Professional College

☐ Other

M

**INDICATE
YOUR
CURRENT
COLLEGE
RESIDENCE**

☐ College Residence Hall

☐ Fraternity or Sorority House

☐ College Married Student
Housing

☐ Off-Campus Room
or Apartment

☐ Home of Parents or Relatives

☐ Own Home

☐ Other

2

**DO YOU RECEIVE
ANY TYPE OF FEDERAL,
STATE, OR COLLEGE-SPONSORED
STUDENT FINANCIAL AID?
(Scholarships, Grants, Work-Study, etc.)**

☐ Yes

☐ No

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS O AND P, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

**INDICATE
YOUR COLLEGE
MAJOR**

(1)	(1)	(1)	
(2)	(2)	(2)	
(3)	(3)	(3)	
	(4)	(4)	
	(5)	(5)	
	(6)	(6)	
	(7)	(7)	
	(8)	(8)	
	(9)	(9)	
(10)	(10)	(10)	

P				INDICATE YOUR OCCUPATIONAL CHOICE		
(1)	(1)	(1)				
(2)	(2)	(2)				
(3)	(3)	(3)				
(4)	(4)					
(5)	(5)					
(6)	(6)					
(7)	(7)					
(8)	(8)					
(9)	(9)					
(1)	(1)					

SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College" and leave part

B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

PART A: USAGE			COLLEGE SERVICE OR PROGRAM	PART B: LEVEL OF SATISFACTION				
NOT AVAILABLE AT THIS COLLEGE	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE		VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1 Academic advising services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2 Personal counseling services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3 Career planning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4 Job placement services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 Recreational and intramural programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6 Library facilities and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7 Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8 Student health insurance program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9 College-sponsored tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10 Financial aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11 Student employment services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 Residence hall services and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13 Food services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14 College-sponsored social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15 Cultural programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16 College orientation program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17 Credit-by-examination program (PEP, CLEP, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18 Honors programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19 Computer services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20 College mass transit services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21 Parking facilities and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22 Veterans services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23 Day care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION III—COLLEGE ENVIRONMENT

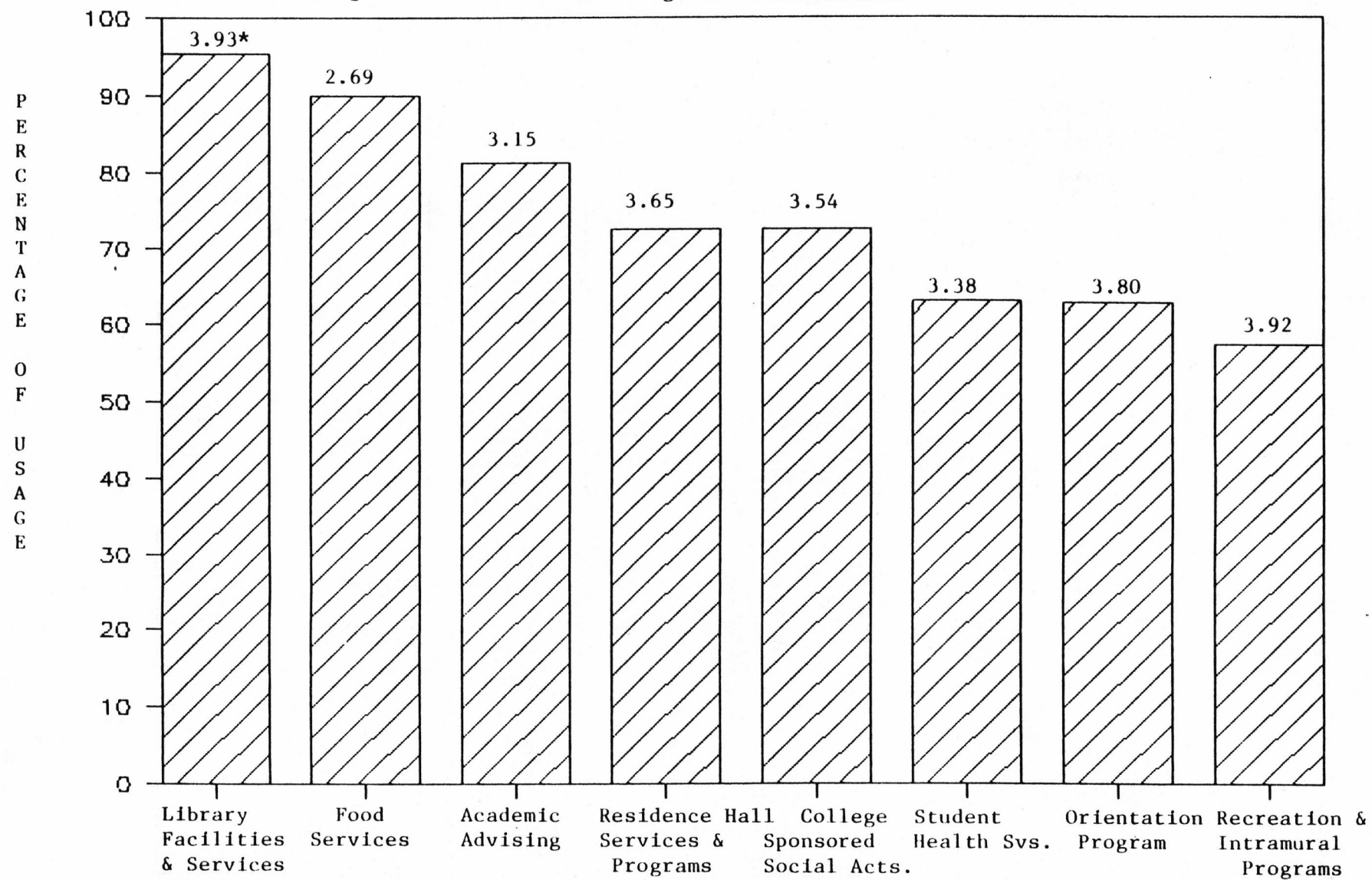
Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this

college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	()	()	()	()	()	()
	2. Course content in your major field	()	()	()	()	()	()
	3. Instruction in your major field	()	()	()	()	()	()
	4. Out-of-class availability of your instructors	()	()	()	()	()	()
	5. Attitude of the faculty toward students	()	()	()	()	()	()
	6. Variety of courses offered by this college	()	()	()	()	()	()
	7. Class size relative to the type of course	()	()	()	()	()	()
	8. Flexibility to design your own program of study	()	()	()	()	()	()
	9. Availability of your advisor	()	()	()	()	()	()
	10. Value of the information provided by your advisor	()	()	()	()	()	()
ADMISSIONS	11. Preparation you are receiving for your future occupation	()	()	()	()	()	()
	12. General admissions procedures	()	()	()	()	()	()
	13. Availability of financial aid information prior to enrolling	()	()	()	()	()	()
	14. Accuracy of college information you received before enrolling	()	()	()	()	()	()
	15. College Catalog/admissions publications	()	()	()	()	()	()
S & REGULATIONS	16. Student voice in college policies	()	()	()	()	()	()
	17. Rules governing student conduct at this college	()	()	()	()	()	()
	18. Residence hall rules and regulations	()	()	()	()	()	()
	19. Academic probation and suspension policies	()	()	()	()	()	()
	20. Purposes for which student activity fees are used	()	()	()	()	()	()
	21. Personal security/safety at this campus	()	()	()	()	()	()

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	22 Classroom facilities	0	0	0	0	0	0
	23 Laboratory facilities	0	0	0	0	0	0
	24 Athletic facilities	0	0	0	0	0	0
	25 Study areas	0	0	0	0	0	0
	26 Student union	0	0	0	0	0	0
	27 Campus bookstore	0	0	0	0	0	0
	28 Availability of student housing	0	0	0	0	0	0
	29 General condition of buildings and grounds	0	0	0	0	0	0
REGISTRATION	30 General registration procedures	0	0	0	0	0	0
	31 Availability of the courses you want at times you can take them	0	0	0	0	0	0
	32 Academic calendar for this college	0	0	0	0	0	0
	33 Billing and fee payment procedures	0	0	0	0	0	0
GENERAL	34 Concern for you as an individual	0	0	0	0	0	0
	35 Attitude of college nonteaching staff toward students	0	0	0	0	0	0
	36 Racial harmony at this college	0	0	0	0	0	0
	37 Opportunities for student employment	0	0	0	0	0	0
	38 Opportunities for personal involvement in campus activities	0	0	0	0	0	0
	39 Student government	0	0	0	0	0	0
	40 Religious activities and programs	0	0	0	0	0	0
	41 Campus media (student newspaper, campus radio, etc.)	0	0	0	0	0	0
42 This college in general	0	0	0	0	0	0	

Table 1. College Services: Student Usage and Satisfaction



* Satisfaction averages computed on a five-point scale.

Table 1. (cont.) College Services: Student Usage and Satisfaction

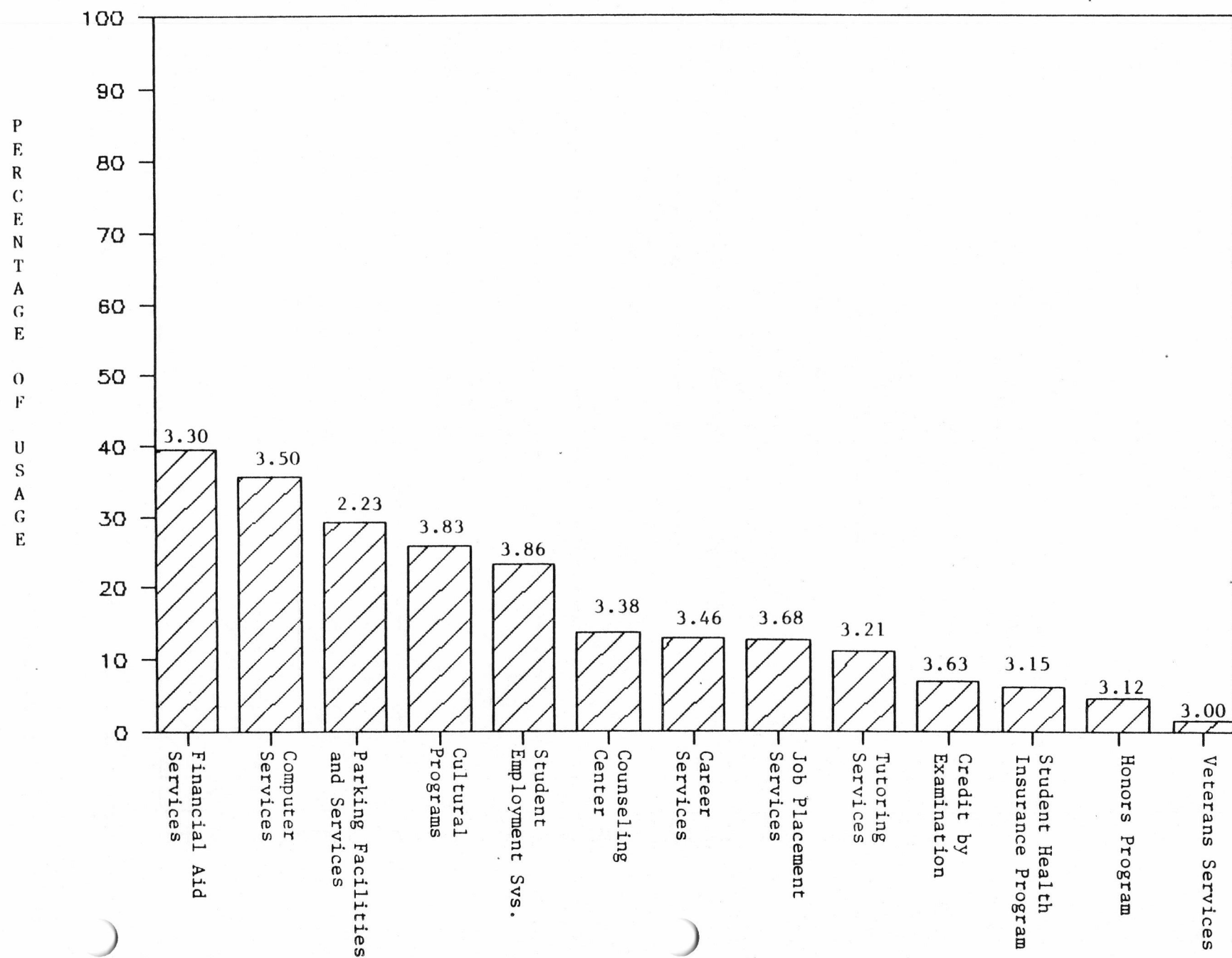


Table 2 . Comparison of Satisfaction Averages for College Services

COLLEGE SERVICES
(Mean Satisfaction Scores)

SERVICE	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE
Food Services	2.69	1.11	2.94	2.96
Parking Facility/Services	2.23	1.24	2.95	2.83
Residence Hall Services/Programs	3.65	0.96	3.52	3.52
Computer Services	3.50	1.00	3.64	3.60
Financial Aid Services	3.30	1.24	3.78	3.76
Library Facilities/Services	3.93	0.85	3.71	3.85
Academic Advising Services	3.15	1.05	3.76	3.70
Credit-by-exam Program	3.63	1.18	3.85	3.83
Honors Programs	3.12	1.18	3.90	3.89
Tutoring Services	3.21	1.22	3.85	3.83
Veteran Services	3.00	1.77	3.75	3.82
Cultural Programs	3.83	0.84	3.81	3.85
College Orientation Programs	3.80	0.93	3.79	3.78
Recreation/Intramurals Programs	3.92	0.92	3.87	3.98
College Sponsored Social Activities	3.54	0.84	3.62	3.65
Career Planning Services	3.46	1.02	3.79	3.76
Job Placement Services	3.68	1.06	3.57	3.56
Personal Counseling Services	3.38	1.26	3.97	3.92
Student Employment Services	3.86	0.97	3.90	3.87
Student Health Insurance Program	3.15	1.05	3.39	3.43
Student Health Services	3.38	1.19	3.52	3.57

Table 3 . Comparison of Satisfaction Averages for College Environment

COLLEGE ENVIRONMENT
(Mean Satisfaction Scores)

ACADEMIC:	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE	p*
Advisor Availability	3.16	1.06	3.86	3.79	<.001
Value of Advisor Information	3.03	1.14	3.70	3.64	<.001
Faculty Attitudes	3.59	0.91	4.13	4.02	<.001
Preparation for Future Job	3.40	0.91	3.72	3.68	<.001
Instruction in Major	3.71	0.92	3.90	3.86	<.001
Instructor Availability	3.62	0.94	3.99	3.91	<.001
Class Size Relative to Course	3.68	0.91	4.22	4.12	<.001
Course Content in Major	3.78	0.89	3.86	3.84	<.05
Course Variety	3.85	0.89	3.53	3.59	<.001
Program Flexibility	3.21	1.09	3.66	3.64	<.001
Testing/Grading System	3.37	0.95	3.77	3.75	<.001
ADMISSIONS:	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE	p
General Admissions	3.39	0.91	3.67	3.62	<.001
Financial Aid Information	3.15	1.01	3.61	3.53	<.001
Accuracy of Information	3.53	0.93	3.70	3.68	<.001
Admissions Publications	3.74	0.83	3.86	3.85	<.001
RULES:	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE	p
Acad Probation/Susp Policies	3.35	0.82	3.34	3.37	n.s.
Residence Hall Rules	3.50	0.93	3.18	3.16	<.001
Rules/Student Conduct	3.50	0.85	3.36	3.38	<.001
Activity Fees Usage	2.95	0.96	3.07	3.04	<.05
Personal Security/Safety	3.75	0.93	3.47	3.47	<.001
Student Voice/College Policies	3.02	1.02	3.10	3.10	n.s.

* The test of significance is a two-tailed t-test based on GW and the national sample.

Table 3. (Cont.)

FACILITIES:

	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE	p
Condition of Buildings/Grounds	3.49	0.91	3.67	3.71	<.001
Classroom Facilities	3.59	0.80	3.73	3.74	<.001
Laboratory Facilities	3.53	0.85	3.57	3.59	n.s.
Study Areas	3.52	0.99	3.57	3.62	n.s.
Athletic Facilities	3.47	1.01	3.35	3.53	<.05
Campus Bookstore	3.16	1.15	3.47	3.52	<.001
Student Housing Availability	2.86	1.09	3.54	3.46	<.001
Student Union	3.39	0.90	3.43	3.50	n.s.

REGISTRATION:

	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE	p
Registration Procedures	2.85	1.12	3.46	3.38	<.001
Course Availability	3.05	1.08	3.14	3.06	<.05
Academic Calendar	3.65	1.03	3.75	3.74	<.001
Billing/Fee Payment Procedures	3.04	1.12	3.44	3.47	<.001

GENERAL:

	GWU	S.D.	PRIVATE COLLEGES	NAT'L SAMPLE	p
College in General	3.75	0.89	3.95	3.95	<.001
Admin/Staff Attitude toward St	3.04	1.02	3.65	3.58	<.001
Concern for Individual Student	2.81	0.98	3.71	3.57	<.001
Racial Harmony	3.35	0.93	3.70	3.64	<.001
Campus Media	3.25	0.99	3.41	3.46	<.001
Extracurricular Activities	3.69	0.87	3.75	3.71	<.05
Religious Activities/Programs	3.39	0.74	3.61	3.54	<.001
Student Government	3.22	0.88	3.36	3.31	<.001
Stud Employment Opportunities	3.52	0.89	3.41	3.33	<.05

Guidelines for Hiring New Regular Faculty

- (1) The Chair shall be responsible for:
 - keeping the search conformable to University policies and procedures
 - making public the announcement of the vacancy (notice to appear in at least one appropriate professional publication, with fixed deadline for application)
 - appointing a search committee (unless otherwise provided for by departmental bylaws)
- (2) Description of vacancy shall be agreed to:
 - by the Dean, the Chair, and the Department (or departmental committee) and shall indicate:
 - the degree of specialization sought
 - other departmental criteria
- (3) Search Committee shall
 - screen and rank all applicants
 - top-rank applicants whose high qualifications warrant an on-campus interview
- (4) The Chair shall:
 - after consultation with the Dean, invite the top-ranked applicants to visit campus to be interviewed and to give a seminar
 - request the invited applicants to submit names of three academic references and, if appropriate, other professional references
 - secure from the referees their evaluation (by telephone if necessary, but in writing from at least three)
- (5) The Chair shall schedule the interviews and seminars which shall be:
 - uniformly conducted in every important detail
 - with seminars open to all departmental faculty (who shall be furnished with the applicants' resumes in advance)
- (6) Department Faculty shall meet in committee of the whole:
 - to discuss and rate the top-ranked applicants on the basis of agreed-upon criteria
 - and to decide by majority vote, in ranked order, their choices to be recommended for appointment
 - or to decide to make no recommendation.

(Approved by the Senate Committee on Professional Ethics and Academic Freedom, November 14, 1986)

Faculty Salary Averages

1985-86

	Males			Females			Combined Average	Total % Tenured
	#	Tenured	Average	#	Tenured	Average		
<u>Columbian College</u>								
Professors	107	106	\$44,622	11	11	\$41,283	\$44,310	
Associate Professors	71	57	33,057	22	20	31,825	32,766	
Assistant Professors	35	5	26,378	17	4	25,756	26,175	77.2%
<u>Education & Human Development</u>								
Professors	19	15	39,343	8	8	43,161	40,475	
Associate Professors	3	1	34,175	7	4	31,369	32,211	
Assistant Professors				5	1	25,900	25,938	67.4%
<u>Engineering & Applied Science</u>								
Professors	48	46	55,587	0	0		55,587	
Associate Professors	14	7	40,392				40,434	
Assistant Professors								81.5%
<u>Government & Business Administration</u>								
Professors	36	33	47,337				47,030	
Associate Professors	28	14	39,204	7	2	37,860	38,935	
Assistant Professors	15	2	36,185	3	0	35,800	36,121	58.2%

	Males			Females			Combined Average	Total % Tenured
	#	Tenured	Average	#	Tenured	Average		
<u>Graduate School of Arts & Sciences</u>								
Professors				0	0		\$45,072	
Associate Professors	3	2	30,679	0	0		30,679	
Assistant Professors	0	0		3	0	28,449	28,449	42.8%
<u>National Law Center</u>								
Professors	27	27	71,041	5	5	63,128	69,805	
Associate Professors	4	3	54,312				53,850	
Assistant Professors								92.1%
<u>Public & International Affairs</u>								
Professors	9	8	45,052				45,660	
Associate Professors	5	4	33,760				33,634	
Assistant Professors								77.8%
<u>University Professors</u>								
Professors	4	4	70,425	0	0		70,425	100%
<u>All Schools</u>								
Professors	251	240	49,872	27	27	46,265	49,618	
Associate Professors	127	88	35,848	39	26	33,609	35,322	
Assistant Professors	54	8	29,431	30	5	27,328	28,680	
<u>SUMMARY - ALL COMBINED</u>								
	#	Tenured	Average	%Tenured				
Professors	278	267	\$ 49,618	96%				
Associate Professors	167	114	35,322	68.7%				
Assistant Professors	84	13	28,680	15.5%				

THE GEORGE WASHINGTON UNIVERSITY

Faculty Salary Averages (Excluding the Medical Center)

I. 1985/86 Distribution of Average Salaries for Category I Universities

Percentile	95	80	60
AAUP Rating	1*	1	2
AVERAGE SALARIES (in thousands)			
Professor	57.0	51.9	47.4
Associate	38.8	36.8	34.7
Assistant	32.2	30.3	28.5

II. Average Salaries at GWU

	1985/86	1984/85	% Increase	AAUP Rating 85/86	84/85
Professor	49.6	46.4	6.9	2	2
Associate	35.3	33.6	5.1	2	2
Assistant	28.7	27.4	4.7	2	2

III. Percent Increase in Salaries for Continuing Faculty

Professor	6.7	4.5
Associate	7.0	6.2
Assistant	7.9	8.9

IV. 1985/86 Fringe Benefits as a percentage of Average Salary

All Category I Universities	GWU
21.6	23.0

V. Comparison of GWU
Average Salaries with
AAUP Percentile
Distributions - 1985/86

	<u>Number</u>	<u>Percentile</u>	<u>AAUP</u>	<u>GWU</u>
Professor		95	57,000	
		80	51,900	
	278			49,600
		60	47,400	
Associate		95	38,800	
		80	36,800	
	166			35,300
		60	34,700	
Assistant		95	32,200	
		80	30,300	
	84			28,700
		60	28,500	

VI. Distribution of Faculty
by Rank - 1985/86

	<u>AAUP*</u>	<u>GWU</u>
Professor	35.2	49.7
Associate	28.8	29.7
Assistant	25.9	15.0
Other	10.1	5.6

*Categories I, II & III institutions combined

THE GEORGE WASHINGTON UNIVERSITY
Washington, D.C.
20052

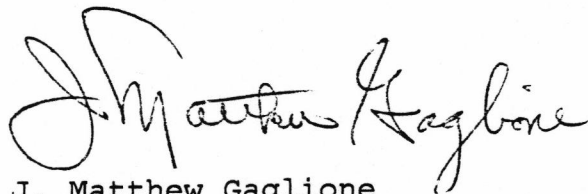
The Faculty Senate

November 3, 1986

The Faculty Senate will meet on Friday, November 14, 1986,
at 2:10 p.m. in Lisner Hall 603.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of
October 10, 1986
3. Introduction of Resolutions
> 5-minute recess taken in order that group picture of Senate could be taken by Mr. Shoup
4. Report on Enrollment Figures for Fall 1986 and Budgetary
Planning for 1987-1988 by Robert D. Shoup, Director of
the Budget (Report attached)
5. Report on Survey of Sophomore and Transferring Students
by Cheryl Beil, Assistant Dean of Students
6. Report by a faculty representative to Committee on
Coordinated Planning
7. General Business:
 - (a) Interim Reports by Chairs of Senate Standing
Committees
 - (b) Report of the Executive Committee: Professor
William B. Griffith, Chair
8. Brief Statements
9. Adjournment


J. Matthew Gaglione
Secretary

BUDGET COMMITTEE

October 8, 1986

A G E N D A

- I. Enrollment Report (unchanged from 10/3/86)
- II. 1986-87 Current Estimate
 - A. Student Fees
 - B. Other Revenues
 - C. Reserve
- III. 1987-88 Proposed
 - A. Program Requirements
 - B. Incremental Increases
 - C. Expense Reductions
 - D. Additional Revenues
 - E. Reserves
- IV. 1987-88 Proposed Tuition Rates
- V. Other Supplemental Requests
- VI. Timing of Public Release of 1987-88 Information.

Enrollment - Fall 1986
(Excluding the Medical Center)
Comparisons to Fall 1985 & Projected Fall 1986

	Actual Fall 1986 Over (Under) <u>Actual Fall 1985</u>	Actual Fall 1986 Over (Under) <u>Projected Fall 1986</u>
Undergraduates		
Full-time		
Columbian College	73	154
Education & Human Development	24	29
Engineering & Applied Science	(36)	(16)
Government & Business Administration	59	142
Public & International Affairs	11	29
Subtotal	<u>131</u>	<u>338</u>
Part-time		
Columbian College	(32)	(30)
Education & Human Development	(11)	(11)
Engineering & Applied Science	(29)	(20)
Government & Business Administration	3	1
Public & International Affairs	(15)	(16)
Subtotal	<u>(84)</u>	<u>(76)</u>
Graduates		
Arts & Sciences	(47)	(21)
Education & Human Development	(57)	(64)
Engineering & Applied Science	1	-
Government & Business Administration	114	131
Public & International Affairs	(47)	(69)
Subtotal	<u>(36)</u>	<u>(23)</u>
Law Students	(19)	30
Division of University Students	<u>(188)</u>	<u>(142)</u>
Total	<u>(196)</u>	<u>127</u>

Enrollment Data
(Excluding Continuous Enrollment)
Fall Semesters 1983 - 1987

		ACTUAL				PROJECTIONS	
		1983	1984	1985	1986	1986	1987
Columbian College							
Undergraduate	Full-time	2,661	2,811	3,021	3,094	2,940	2,980
	Part-time	<u>435</u>	<u>407</u>	<u>362</u>	<u>330</u>	<u>360</u>	<u>330</u>
	Total	<u>3,096</u>	<u>3,218</u>	<u>3,383</u>	<u>3,424</u>	<u>3,300</u>	<u>3,310</u>
Graduate Arts & Sciences							
	Masters	596	651	586	526	575	530
	PHD's	<u>385</u>	<u>374</u>	<u>355</u>	<u>368</u>	<u>340</u>	<u>350</u>
	Total	<u>981</u>	<u>1,025</u>	<u>941</u>	<u>894</u>	<u>915</u>	<u>880</u>
Education & Human Development							
Undergraduate	Full-time	131	123	115	139	110	140
	Part-time	49	43	55	44	55	50
Graduate		<u>801</u>	<u>787</u>	<u>813</u>	<u>756</u>	<u>820</u>	<u>750</u>
	Total	<u>981</u>	<u>953</u>	<u>983</u>	<u>939</u>	<u>985</u>	<u>940</u>
Engineering & Applied Science							
Undergraduate	Full-time	729	751	720	684	700	680
	Part-time	209	185	159	130	150	130
Graduate		<u>1,515</u>	<u>1,590</u>	<u>1,594</u>	<u>1,595</u>	<u>1,595</u>	<u>1,600</u>
	Total	<u>2,453</u>	<u>2,526</u>	<u>2,473</u>	<u>2,409</u>	<u>2,445</u>	<u>2,410</u>
Government & Business Admin.							
Undergraduate	Full-time	996	1,081	1,118	1,177	1,035	1,150
	Part-time	180	148	138	141	140	150
Graduate		<u>2,281</u>	<u>2,179</u>	<u>2,117</u>	<u>2,231</u>	<u>2,100</u>	<u>2,200</u>
	Total	<u>3,457</u>	<u>3,408</u>	<u>3,373</u>	<u>3,549</u>	<u>3,275</u>	<u>3,500</u>
National Law Center							
Juris Doctor	Full-time	1,002	1,031	1,096	1,116	1,080	1,100
	Part-time	427	392	349	316	320	320
Post JD		<u>266</u>	<u>281</u>	<u>284</u>	<u>278</u>	<u>280</u>	<u>280</u>
	Total	<u>1,695</u>	<u>1,704</u>	<u>1,729</u>	<u>1,710</u>	<u>1,680</u>	<u>1,700</u>
Public & International Affairs							
Undergraduate	Full-time	206	234	233	244	215	250
	Part-time	30	34	39	24	40	30
Graduate		<u>352</u>	<u>427</u>	<u>453</u>	<u>406</u>	<u>475</u>	<u>400</u>
	Total	<u>588</u>	<u>695</u>	<u>725</u>	<u>674</u>	<u>730</u>	<u>680</u>
Div. of University Students		<u>1,925</u>	<u>1,901</u>	<u>1,646</u>	<u>1,458</u>	<u>1,600</u>	<u>1,440</u>

		ACTUAL				PROJECTIONS	
		<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1986</u>	<u>1987</u>
SUBTOTALS							
Undergraduate	Full-time	4,723	5,000	5,207	5,338	5,000	5,200
	Part-time	903	817	753	669	745	690
Graduate		5,930	6,008	5,918	5,882	5,905	5,830
Juris Doctor	Full-time	1,002	1,031	1,096	1,116	1,080	1,100
	Part-time	427	392	349	316	320	320
Post JD		266	281	284	278	280	280
Non-Degree		<u>1,925</u>	<u>1,901</u>	<u>1,646</u>	<u>1,458</u>	<u>1,600</u>	<u>1,440</u>
TOTAL - GENERAL UNIVERSITY		<u>15,176</u>	<u>15,430</u>	<u>15,253</u>	<u>15,057</u>	<u>14,930</u>	<u>14,860</u>
Medicine & Health Sciences							
Allied Health		147	150	138	90	140	100
	Doctor of Medicine	<u>620</u>	<u>605</u>	<u>615</u>	<u>600</u>	<u>610</u>	<u>600</u>
Total		<u>767</u>	<u>755</u>	<u>753</u>	<u>690</u>	<u>750</u>	<u>700</u>
GRAND TOTAL		<u>15,943</u>	<u>16,185</u>	<u>16,006</u>	<u>15,747</u>	<u>15,680</u>	<u>15,560</u>

****NOTE:** This is a Budget Office report for planning purposes.

THE GEORGE WASHINGTON UNIVERSITY

BUDGET SUMMARIES
(Excluding the Medical Center)
1986/87 - 1987/88

	1986/87		1987/88
	Approved Budget	Current Estimate	Proposed
ESTIMATED REVENUES			
Student Fees - Regular			
Columbian College	24,929,000	25,385,000	27,233,000
Education and Human Development	3,909,000	3,960,000	4,233,000
Engineering and Applied Science	12,447,000	12,275,000	13,355,000
Government and Business Administration	16,783,000	18,733,000	20,183,000
Graduate Arts and Sciences	3,730,000	3,686,000	3,992,000
Law Center	14,672,000	14,856,000	15,750,000
Public and International Affairs	4,037,000	3,689,000	4,240,000
University Students	3,653,000	3,376,000	3,723,000
Summer Sessions	7,920,000	7,920,000	8,550,000
	<u>92,080,000</u>	<u>93,880,000</u>	<u>101,259,000</u>
Off-Campus Programs			
Columbian College	200,000	200,000	224,000
Continuing Education	2,400,000	2,330,000	2,311,000
Education and Human Development	360,000	520,000	548,000
Engineering and Applied Science	2,350,000	2,230,000	2,365,000
Government and Business Administration	20,000	-0-	-0-
Graduate Arts and Sciences	975,000	1,025,000	1,025,000
Public and International Affairs	100,000	100,000	127,000
	<u>6,405,000</u>	<u>6,405,000</u>	<u>6,600,000</u>
Instructional Television	250,000	250,000	250,000
Student Fees - Special	7,000,000	9,000,000	9,000,000
Miscellaneous Fees	<u>1,500,000</u>	<u>1,500,000</u>	<u>1,500,000</u>
Total Student Fees	<u>107,235,000</u>	<u>111,035,000</u>	<u>118,609,000</u>
Grants and Contracts			
Program Funds	12,500,000	12,700,000	12,700,000
Indirect Cost Recovery	2,750,000	2,550,000	2,500,000
Gifts and Bequests	2,500,000	3,000,000	3,000,000
Investment Income			
Endowment Income	1,650,000	2,150,000	2,200,000
Temporary Investments	500,000	500,000	500,000
Investment Properties, Net	2,900,000	3,200,000	4,200,000

BUDGET SUMMARIES

	1986/87		1987/88
	Approved Budget	Current Estimate	Proposed
Auxiliary Enterprises			
Housing			
Residence Halls	8,952,000	9,052,000	9,536,000
Food Service	3,968,000	3,968,000	4,166,000
Miscellaneous	140,000	150,000	157,000
	<u>13,060,000</u>	<u>13,170,000</u>	<u>13,859,000</u>
Services			
Auditorium	201,000	201,000	210,000
Bookstore	5,097,000	5,371,000	5,450,000
General Food Service	150,000	150,000	200,000
Marvin Center	4,090,000	4,197,000	4,373,000
Parking	2,910,000	2,910,000	2,981,000
	<u>12,448,000</u>	<u>12,829,000</u>	<u>13,214,000</u>
Rental Property	460,000	460,000	465,000
Total Auxiliary Enterprises	<u>25,968,000</u>	<u>26,459,000</u>	<u>27,538,000</u>
Other Income	<u>3,300,000</u>	<u>3,400,000</u>	<u>3,400,000</u>
TOTAL ESTIMATED REVENUES	<u>159,303,000</u>	<u>164,994,000</u>	<u>174,647,000</u>

BUDGET SUMMARIES

	1986/87		1987/88
	Approved Budget	Current Estimate	Proposed
ESTIMATED OPERATING EXPENSES			
Administration and General			
General Administration	16,519,926	16,492,980	17,346,105
General Expense	5,709,990	7,576,629	7,979,956
Allocated to Medical Center	(6,029,000)	(6,469,000)	(6,801,000)
	<u>16,200,916</u>	<u>17,600,609</u>	<u>18,525,061</u>
Student Services	4,408,552	4,558,019	4,642,496
Allocated to Medical Center	(280,000)	(245,000)	(258,000)
	<u>4,128,552</u>	<u>4,313,019</u>	<u>4,384,496</u>
Instruction - Regular			
Columbian College	17,323,344	19,112,556	19,248,212
Education and Human Development	3,319,559	3,434,488	3,620,521
Engineering and Applied Science	7,409,279	7,412,898	7,894,844
Government and Business Administration	8,725,901	8,736,717	9,225,236
Graduate Arts and Sciences	3,038,006	2,417,164	3,335,309
Law Center	7,400,456	7,609,011	8,019,883
Public and International Affairs	1,629,382	1,434,787	1,499,123
University Students	167,589	167,706	179,154
University Professors	444,668	557,633	594,115
Naval Reserve Officers Training Corps	55,874	55,860	58,849
Computer Center	800,000	1,100,000	1,400,000
Commission for the Year 2000	100,000	-0-	-0-
Other Reserves	255,752	149,796	566,191
	<u>50,669,810</u>	<u>52,188,616</u>	<u>55,642,027</u>
Off-Campus Programs			
Columbian College	110,000	124,861	126,838
Continuing Education	3,745,000	3,109,002	3,330,034
Education and Human Development	220,000	213,008	220,093
Engineering and Applied Science	1,367,700	1,323,171	1,378,956
Graduate Arts and Sciences	485,000	504,206	525,193
Public and International Affairs	50,000	50,264	50,459
	<u>5,977,700</u>	<u>5,324,512</u>	<u>5,631,573</u>
Instructional Television	860,000	883,047	933,589
Instruction - Special	6,058,005	7,764,432	7,800,000
Total Instruction	<u>63,565,515</u>	<u>66,160,607</u>	<u>70,007,189</u>
Sponsored Programs	11,500,000	11,500,000	11,500,000
Gelman Library	<u>4,333,557</u>	<u>4,415,237</u>	<u>4,566,116</u>

BUDGET SUMMARIES

	1986/87		1987/88
	Approved Budget	Current Estimate	Proposed
Student Aid			
Administration	576,427	589,854	622,772
General Scholarships	7,423,596	7,432,317	8,101,224
Grants-in-Aid	1,206,416	1,204,471	1,310,579
Endowed Scholarships and Prizes	118,000	118,000	118,000
Sponsored Scholarships and Grants	700,000	700,000	700,000
Allocated to Medical Center	(41,000)	(44,000)	(46,000)
	<u>9,983,439</u>	<u>10,000,642</u>	<u>10,806,575</u>
Maintenance and Operation of Plant			
Operations	13,402,906	13,433,904	13,915,013
Security	1,398,153	1,398,232	1,486,463
Allocated to Medical Center	(791,000)	(1,012,000)	(1,063,000)
	<u>14,010,059</u>	<u>13,820,136</u>	<u>14,338,476</u>
Auxiliary Enterprises			
Housing			
Residence Halls	9,079,800	9,180,555	9,625,400
Food Service	3,853,255	3,853,080	4,084,300
	<u>12,933,055</u>	<u>13,033,635</u>	<u>13,709,700</u>
Services			
Auditorium	199,868	197,150	206,000
Bookstore	5,038,451	5,332,744	5,400,000
General Food Service	730,377	730,377	767,000
Marvin Center	4,090,000	4,196,071	4,373,000
Parking	2,311,579	2,306,428	2,381,000
Duplicating, Net	-0-	-0-	-0-
	<u>12,370,275</u>	<u>12,762,770</u>	<u>13,127,000</u>
Rental Property	<u>453,870</u>	<u>451,445</u>	<u>454,000</u>
Total Auxiliary Enterprises	<u>25,757,200</u>	<u>26,247,850</u>	<u>27,290,700</u>
Other			
Athletics - General	106,684	109,935	113,975
Men	950,974	978,951	1,033,039
Women	623,701	643,635	680,197
Smith Center	407,638	413,890	431,556
Dance Productions	40,396	40,394	42,329
Dramatic Activities	53,783	54,566	57,850
Publications	168,616	168,608	176,760
GWUSA	243,975	227,510	238,345
Other	293,577	309,957	327,183
Allocated to Medical Center	(35,000)	(31,000)	(33,000)
	<u>2,854,344</u>	<u>2,916,446</u>	<u>3,068,234</u>
TOTAL ESTIMATED OPERATING EXPENSES	<u>152,333,582</u>	<u>156,974,546</u>	<u>164,486,796</u>

BUDGET SUMMARIES

	1986/87		1987/88
	Approved Budget	Current Estimate	Proposed
ESTIMATED CAPITAL EXPENSES			
General			
General Equipment	122,240	75,640	125,000
Debt Retirement	825,000	6,080,000	6,138,000
Structural Modification - Handicapped	25,000	25,000	25,000
Sinking Fund	<u>75,000</u>	<u>75,000</u>	<u>75,000</u>
	<u>1,047,240</u>	<u>6,255,640</u>	<u>6,363,000</u>
Capital Projects, Net			
Law Building Fund	2,200,000	-0-	-0-
Other	2,400,000	-0-	-0-
1985 Bond Projects	<u>-0-</u>	<u>-0-</u>	<u>1,350,000</u>
	<u>4,600,000</u>	<u>-0-</u>	<u>1,350,000</u>
TOTAL ESTIMATED CAPITAL EXPENSES	<u>5,647,240</u>	<u>6,255,640</u>	<u>7,713,000</u>
TOTAL ESTIMATED EXPENSES	157,980,822	163,230,186	172,199,796
ESTIMATED TRANSFERS			
Restricted Funds	950,000	950,000	1,150,000
Reserve for Reduction of Deficit	372,178	813,814	847,204
Reserve for Program Improvements	<u>-0</u>	<u>-0-</u>	<u>450,000</u>
TOTAL ESTIMATED EXPENSES AND TRANSFERS	<u>159,303,000</u>	<u>164,994,000</u>	<u>174,647,000</u>

1987-88
BUDGET PROPOSALS
(Excluding the Medical Center)

EXPENSES

Program Requirements

Capital Projects		\$1,350,000	
Special Merit Salary Increases		361,000	
Debt Service - 1985 Bonds		525,000	
Transfer to Restricted Funds		<u>200,000</u>	
			\$ 2,436,000

Incremental Increases

Salaries and Wages	6.0%	4,132,000	
Fringe Benefits	18.0%	744,000	
Expenses and Equipment	5.0%	1,626,000	
Graduate Stipends	15.0%	117,000	
Student Aid - Tuition	9.3%	<u>939,000</u>	
			<u>7,558,000</u>

Total Expense Increases 9,994,000

Expense Reductions

Medical Center Allocations	(400,000)
Other	<u>(424,000)</u>

Net Expense Increases 9,170,000

REVENUES

Non-Tuition Sources

Indirect Cost Recovery	\$ (50,000)	
Endowment Income	50,000	
Investment Properties	1,000,000	
Auxiliary Enterprises	<u>1,079,000</u>	
		2,079,000

On-Campus Tuition	7,379,000	
Off-Campus Tuition	<u>195,000</u>	
		<u>7,574,000</u>

TOTAL REVENUE INCREASES 9,653,000

NET - Available Funds 483,000

10/8/86

PROPOSED TUITION RATES 1987-88

	<u>Current</u>	<u>Proposed</u>	<u>Percent Increase</u>
Columbian College, GSAS, SEHD, SGBA, SPIA, DUS			
Full-time	\$ 8,070	\$ 8,820	9.3
Part-time and Graduate	302	330	9.3
Engineering and Applied Science			
Full-time	8,860	9,684	9.3
Part-time and Graduate	328	360	9.8
Law			
JD Full-time	10,540	11,300	7.2
Part-time	377	404	7.2
Post JD	281	307	9.3
SJD (For the Program)	9,504	10,390	9.3
SGBA Doctoral (For the Program)	20,510	22,410	9.3
Summer Regular	245	268	9.4
SEAS	291	318	9.3
Off-Campus General	203	222	9.4

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COMPARATIVE TUITION RATES

	Approved <u>1986-87</u>	Proposed <u>1987-88</u>
<u>Undergraduates</u>		
Cornell University	\$11,500	
Columbia University	11,090	
Northwestern University	11,031	
Boston University	10,950	
Washington University (St. Louis)	10,500	
University of Southern California	10,460	
University of Rochester	10,330	
University of Pennsylvania	10,258	
Carnegie-Mellon Institute	10,250	
Georgetown University	10,100	
New York University	9,850	
Tulane University	9,334	
Vanderbilt University	9,300	
Duke University	9,180	
Case Western Reserve University	9,100	
American University	8,934	
University of Miami	8,740	
Syracuse University	8,140	
The George Washington University	<u>8,070</u>	<u>\$8,820</u>
Catholic University	7,900	
Trinity College	7,350	
Fordham University	6,850	
Temple University (non-resident)	5,796	
University of Maryland (non-resident)	4,477	
George Mason University (non-resident)	3,336	

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COMPARATIVE TUITION RATES

	<u>Approved</u> <u>1986-87</u>	<u>Proposed</u> <u>1987-88</u>
<u>Engineering</u>		
Cornell University	\$11,500	
Columbia University	11,090	
Northwestern University	11,031	
Boston University	10,950	
Washington University (St. Louis)	10,500	
University of Southern California	10,460	
University of Pennsylvania	10,258	
University of Rochester	10,330	
Carnegie-Mellon Institute	10,250	
Duke University	9,850	
New York University	9,850	
Tulane University	9,334	
Vanderbilt University	9,300	
Case Western Reserve University	9,100	
 The George Washington University	 <u>8,860</u>	 <u>\$9,684</u>
 University of Miami	 8,740	
Syracuse University	8,140	
Catholic University	8,000	
Temple University (non-resident)	5,796	
University of Maryland (non-resident)	4,477	

COMPARATIVE TUITION RATES

	<u>Approved</u> <u>1986-87</u>	<u>Proposed</u> <u>1987-88</u>
<u>Law</u>		
New York University	\$12,200	
Columbia University	12,100	
Northwestern University	12,020	
Cornell University	11,760	
University of Pennsylvania	11,500	
Boston University	10,950	
Georgetown University	10,750	
Vanderbilt University	10,750	
 The George Washington University	 <u>10,540</u>	 <u>\$11,300</u>
 Washington University (St. Louis)	 10,100	
Catholic University	9,850	
Case Western Reserve University	9,600	
Syracuse University	9,590	
American University	9,410	
Fordham University	9,300	
Temple University (non-resident)	8,036	